

Republic of the Philippines
House of Representatives
Quezon City, Metro Manila



TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 8677

Introduced by Representative Kenneth T. Gatchalian

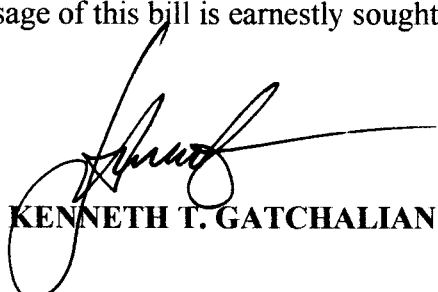
EXPLANATORY NOTE

The Philippines has come a long way in advancing its education sector, particularly in expanding access to inclusive education for persons with disabilities. Through inclusive basic education reforms, special education programs, and the establishment of Inclusive Learning Resource Centers, learners with disabilities are now better supported within the formal education system. These developments reflect the State's commitment to ensuring that no learner is left behind.

However, a critical gap remains. Upon completion of basic education, many learners with disabilities encounter limited access to technical-vocational education and training programs that are responsive to their functional capacities, learning needs, and employment prospects. Existing technical-vocational systems remain largely inaccessible, resulting in the absence of a clear pathway from education to work. This gap continues to hinder the transition of learners with disabilities toward gainful employment, livelihood, and economic self-reliance.

This bill seeks to address this gap by institutionalizing inclusive technical-vocational education and training programs specifically designed for learners with disabilities. It mandates the Technical Education and Skills Development Authority (TESDA), in coordination with the Department of Labor and Employment (DOLE) and the National Council on Disability Affairs (NCDA), to develop adaptive curricula, appropriate assessment and certification mechanisms, and industry-linked training programs that lead directly to employment and livelihood opportunities. By strengthening inclusive TVET pathways, this measure aims to bridge the education-to-employment divide and ensure that learners with disabilities are meaningfully integrated into the workforce.

In view of the foregoing, the immediate passage of this bill is earnestly sought.


KENNETH T. GATCHALIAN

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AN ACT
ESTABLISHING INCLUSIVE TECHNICAL-VOCATIONAL EDUCATION
AND TRAINING PROGRAMS FOR LEARNERS WITH DISABILITIES, AND
FOR OTHER PURPOSES

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

1 **SECTION 1. Short Title.** – This Act shall be known as the “*Inclusive*
2 *Tech-Voc for Learners with Disabilities Act.*”

3 **SEC. 2. Declaration of Policy.** – It is hereby declared the policy of the
4 State to ensure inclusive, accessible, and relevant education for all learners,
5 including learners with disabilities. This State shall promote technical-vocational
6 education as a viable pathway toward employment, self-reliance, and social
7 inclusion of learners with disabilities.

8 **SEC. 3. Definition of Terms.** –

9 a. *Learners with Disabilities* – as defined by Republic Act No. 11650,
10 Learners with Disabilities refers to learners in general early and basic
11 education system who require additional support and related services
12 and adoptive pedagogic method due to their long or short-term physical,
13 mental, intellectual or sensory impairments which in interaction with

1 various barriers may hinder their full and effective participation in
2 society on an equal basis with others to develop them to their maximum
3 capability;

4 **SEC. 4. *Establishment of Inclusive Technical-Vocational Programs.*** –

5 The Technical Education and Skills Development Authority (TESDA), in
6 coordination with the Department of Labor and Employment (DOLE) and the
7 National Council on Disability Affairs (NCDA), shall institutionalize the provision
8 of technical-vocational education and training (TVET) and livelihood programs
9 designed specifically for learners with disabilities, specifically those graduating
10 from the Inclusive Learning Resource Centers (ILRCs). The TVET and livelihood
11 programs shall focus on competitive and employable skills that can be acquired
12 and developed by learners with disabilities to further enhance their ability to find
13 gainful employment and entrepreneurial livelihood opportunities.

14 The DOLE shall provide incentives to companies which shall employ
15 Learners with Disabilities (LWDs) who have undergone the TVET and livelihood
16 programs mandated under this Act.

17 **SEC. 5. *Program Design and Curriculum Adaptation.*** – Inclusive
18 technical-vocational programs shall:

- 19 a. Be adapted to the functional capacities and learning needs of learners
20 with disabilities;
- 21 b. Utilize individualized and flexible instructional approaches;
- 22 c. Include life skills, workplace readiness, and basic entrepreneurship
23 components; and
- 24 d. Provide reasonable accommodations, assistive technologies, and
25 accessible learning environments.

26 **SEC. 6. *Certification and Assessment.*** – TESDA shall develop
27 appropriate competency assessment and certification mechanisms for learners with

1 disabilities, including reasonable modifications to assessment methods, without
2 compromising occupational safety and employability standards.

3 **SEC. 7. *Teacher and Trainer Development.*** – TESDA shall ensure
4 continuous capacity-building for teachers, trainers, and assessors implementing
5 inclusive technical-vocational programs, with emphasis on inclusive education,
6 disability-responsive instruction, and assessment.

7 **SEC. 8. *Industry Partnerships and Employment Linkages.*** – The State
8 shall promote partnerships with private businesses and enterprises, local
9 government units, and civil society organizations to facilitate apprenticeships,
10 internships, and supported employment opportunities for graduates of inclusive
11 technical-vocational programs.

12 **SEC. 9. *Appropriations.*** – The Director General of TESDA shall
13 immediately include in the Authority's programs the implementation of this Act,
14 the funding of which shall be included in the annual General Appropriations Act.

15 **SEC. 10. *Implementation.*** – Within sixty (60) days from the effectivity of
16 this Act, the TESDA shall, in coordination with the DOLE and NCDA, formulate
17 the rules and regulations for the effective implementation of this Act

18 **SEC. 11. *Separability Clause.*** – If any provision or part of this Act is held
19 invalid or unconstitutional, the remaining parts or provisions not affected shall
20 remain in full force and effect.

21 **SEC. 12. *Repealing Clause.*** – All laws, executive orders, presidential
22 decrees or issuances, letter of instruction, administrative orders, rules, and
23 regulations as well as local ordinances contrary to or inconsistent with the
24 provisions of this Act are hereby repealed, amended, or modified accordingly.

25 **SEC. 13. *Effectivity.*** – This Act shall take effect fifteen (15) days after
26 publication in the Official Gazette or in two (2) national newspapers of general
27 circulation.

Approved,